

4 month reporting date 3/9/06 received 3/8/06
8 month reporting date 7/9/06 received 6/13/06
Closed 6/13/06

Yankton School District Improvement Plan/Progress Report Form

Principle: 3 Evaluation Procedures

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:04. Evaluation procedures. School districts shall ensure, at a minimum, that evaluation procedures include the following:

(1) Tests and other evaluation materials are provided and administered in the child's native language or by another mode of communication that the child understands, unless it is clearly not feasible to do so. Any standardized tests that are given to a child:

- (a) Have been validated for the specific purpose for which they are used; and
- (b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified;

Through file reviews and interviews the monitoring team identified three students that had not had a comprehensive evaluation to determine eligibility. One student qualified for SED, and had no BASC Scores to verify the disability.

One autistic student had no eligibility shown in the last six years.

One autistic student had listed IQ, Speech/Language and Discrete trials on the permission to evaluate. There was no evidence any of these evaluations were completed.

Through interviews and file reviews six files were shown to have the BASC given by a school counselor. The teachers interviewed stated most BASC's are given by the counselor. This is a level three interpretation the requirements for analyzing data is a Dr. in Psychology or a school psychologist.

At the high school 9 out of 20 files did not complete the evaluations listed on the prior notice, nor did evaluations not listed on the prior notice. Five files had no permission for transition evaluations and they were completed. Two files marked behavior, but did an adaptive behavior without permission. Two files listed personality, behavior/social, visual perceptual/motor and they were not all completed.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All evaluations will be comprehensive to identify all of the child's special education and related services needs, and be administered by qualified examiners.			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Yankton School District will ensure all students will be evaluated in all areas of suspected disability to determine eligibility.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record date objective is met
1. What will the district do to improve? All students being evaluated will have a comprehensive evaluation to determine eligibility. A team will determine needed evaluation, and it will be documented on the prior notice. What data will be given to SEP to verify this objective? The Special Ed. Director will check 50% of all evaluations completed and report the number to the SEP which documented correct eligibility, and report all evaluations listed on the prior notice that were completed.	June 30, 2006	Building principals and the Director of Student Services	Met 6/13/06
Please explain the data (4 month) The Director of Student Services is to check 50% of all evaluations to document required components. That cannot be completed until evaluations cease in May, 2006.			
Please explain the data (8 month) The Director of Student Services has reviewed 100% of evaluations completed after January 1, 2006, and 100% now meet the requirements. No further evaluations are pending, so the reviewed documents, and meet the Jun 30, 2006 deadline.			
Please explain the data (12 month) No further reports required after June 30, 2006.			
Principle: Principle 4 – Procedural Safeguards			

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The content of each prior notice will have a description of each evaluation procedure, test record, or report the district uses as a basis for the proposal or refusal.</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>24:05:30:05. Content of notice. The notice must include the following:</p> <p>(2) A description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal;</p> <p>Through file reviews and interviews the monitoring team found 2 files that only had signatures of the parents, but no evaluations were listed. One file had no prior notice.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district ensures evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated for eligibility.</p>

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record date objective is met
<p>1. What will the district do to improve?</p> <p>Prior notice/consent to evaluate will be acquired from the parents for all evaluations administered, and all evaluations to be administered will be listed on the prior notice.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The Special Education Director will check all evaluations being completed in the 6 month reporting period, and report the number of evaluations completed and the number with correct prior notice content.</p>	<p>June 30, 2007</p>	<p>Building Principals, Director of Student Services</p>	<p>Met 6/13/06</p>

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Please explain the data (4 month)

The Director will complete checks on all evaluations being conducted in the 6 month reporting period. This will be complete once evaluations cease in May, 2006.

Please explain the data (8 month)

The district conducted 172 evaluations during the reporting period. The Director of Student Services has checked 100% of these evaluations and all contain all required elements.

Please explain the data (12 month)

NA

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

(2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:

- (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- (b) Meeting each of the student's other educational needs that result from the student's disability;

Ten out of twenty files reviewed at the high school did not have measurable annual goals.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)			
All annual goals will be measurable with condition, criteria and performance.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record date objective is met
1. What will the district do to improve? High School Staff will have an in-service on IEP content and writing goals. What data will be given to SEP to verify this objective? The Director will report the date of the inservice and the number attending. The Director will check 50% of all IEPs developed at the high school during the 6 month reporting period and report to SEP the total number of IEPs reviewed and the number of IEPs with goals which meet the criteria.	June 30, 2006	Director of Student Services	Met 6/13/06
Please explain the data (4 month) Senior High and Middle School sped teachers will be in-serviced on March 15, 2006 by Linda Shirley and Bev Peterson. There will be 6 teachers, one school psychologist, a speech therapist and the Director of Student Services participating.			
Please explain the data (8 month) The 9 people cited above attended the training on March 15, 2006. The High School special education teachers wrote 88 IEPs. All 88 incorporated the required format for goals			
Please explain the data (12 month) NA			
Principle: 5 – Individual Education Program			

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:13:02 Transition services

Transition services are a coordinated set of activities for a student designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team determined transition did not contain a set of coordinated set of activities for students that promote movement from school to post school activities. Seven students did not have employment addressed correctly. For example, "her parents would like her to work independently in the job of her choice in the future." "___ will work in a job/career that suits his interests and abilities." Four students only listed required credits for graduation and had no course of study. One student listed only 9th grade courses. The statement of needed transition services, required by age 16 or younger if appropriate was not addressed in all five areas in four files reviewed.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Transition plans for students are a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

In all IEPs where transition services need to be addressed, transition will be a coordinated set of activities based upon individual student needs and preferences.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. All IEPs for students 16 years and older will contain the required components for Transition Services.	December, 2006	Person(s) Responsible Special Education teachers	Record date objective is met
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<p>1. What will the district do to improve? Secondary and Middle School special education teachers will review the state technical assistance guide for transition, and have an in-service on transition by the state transition specialist. What data will be given to SEP to verify this objective? The date of the in-service and the number attending will be reported to the SEP. The Director will check all transition files after each IEP and report the number of files checked and the number that were found to be written correctly.</p>	<p>June 30, 2006</p>	<p>Special Education teachers and the Director of Student Services</p>	<p>Met 6/13/06</p>
<p>Please explain the data (4 month) On March 15, 2006, Bev Petersen and Linda Shirley will provide in-service on transition to 4 Senior High sped teachers and the 2 Middle School sped teachers responsible for transition planning.</p>			
<p>Please explain the data (8 month) On March 15, 2006, the above cited staff attended a training by Linda Shirley. The Director of Student Services has now checked all 205 IEPs written at the Middle School and High School. All have now correctly addressed Transition. This was accomplished June 12, 2006.</p>			
<p>Please explain the data (12 month) NA</p>			